

4 = Outstanding
 3 = Very Good
 2 = Acceptable
 1 = Limitations
 0 = Serious Limitations

EVALUATION FORM

3033 - Castro Valley Library

Overall Rating

4

Ratings Summary

BOND ACT CRITERIA	RATING	
Population Growth		50%
Age and Condition	4	
Needs of residents/response of proposed project to needs	4	
Plan of service integrates appropriate technology	4	
Appropriateness of site	4	
Financial capacity (new libraries only)		yes

Non-Evaluative Comments

None.

Project Summary

Applicant:	Alameda, County of
Library Jurisdiction:	Alameda County Library
Project Type/Priority	New Construction of Library/1
Project Square Footage:	41,331
State Grant Request:	\$13,961,227

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Age and Condition of Existing Library

Regulatory Basis: 20440, Appendices 1 & 3

RATING

4

Age Rating

4 = No Existing Facility
 4 = 1949 or older
 3 = 1950-1959
 2 = 1960-1964
 1 = 1965-1974
 0 = 1975-2003

R1	R2	R3
2	2	2

Structural Renovation Rating

4 = No Renovation
 4 = 1954 & earlier
 3 = 1955-1962
 2 = 1963-1972
 1 = 1973-1978
 0 = 1979-2003

R1	R2	R3
4	4	4

4 = Extremely Poor Condition
 3 = Poor condition
 2 = Acceptable condition
 1 = Good condition
 0 = Very good condition

Condition of Existing Library

1. Structural
 2. Lighting
 3. Energy
 4. Health & Safety
 5. ADA
 6. Acoustical
 7. Flexibility
 8. Spatial Relationships
 9. Site Considerations

R1	R2	R3
3	4	4
3	3	3
4	4	4
4	4	3
4	4	4
3	3	3
4	3	4
4	4	4
4	4	4

Rating panel comments

Library construction date: 1962
 Library renovation date: None

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R1:

The current library is housed in an old, outdated building constructed of brick in 1962. It would not meet current building requirements for earthquake safety. There are many floor-to-ceiling glass windows that are not energy efficient. The boiler and air conditioning systems are 40 years old. Consequently temperatures vary throughout the building. Ceiling and floor tiles are made of products containing asbestos. The obsolete fluorescent fixtures provide inadequate lighting throughout the library. The parking lot has only 33 spaces, and only one of which is designated handicap parking. The crowded and uncomfortable conditions inside the building, which are largely due to a much larger materials collection as well as the addition of lots of computers, tables and chairs and new formats such as videos, CD's, etc., have made it difficult to move easily and directly in a wheelchair. The library building is often overcrowded and can be very noisy. There is very little flexibility in the design of the building to allow it to be reconfigured in a way to make it more functional. The site is inadequate and cramped. The Library is surrounded by housing on three sides and by Redwood Road on the fourth. Beyond the parking lot and the driveway, there is no room to expand out. Access by public transportation is limited to one bus line.

R2:

This is an older undersized facility that is being used to capacity. The HVAC system is beyond its normal lifespan causing difficulty in regulating temperature throughout the facility. Parking is insufficient to handle the high volume of patrons, the number of computer terminals is insufficient to handle the volume of users, especially students, and the structure does not meet current seismic safety codes. Inadequate space to configure creates difficulty planning programs and scheduling staff effectively to administer programs and staff various service areas. The library is very popular among the community which presents an environment of severe overcrowding and noise. The site of the present library is well confined by perimeter housing and, therefore, not conducive to expansion.

R3:

This is a 1962 brick building that has been pushed to its maximum capacity. The facility does not meet current seismic requirements even though, through lots of work, it still looks acceptable from the outside. The HVAC units have reached their life expectancy. The site is land locked preventing expansion to meet increased usage. The outside traffic flow and parking situation has led to the injury of young patrons who must cross busy streets. Taller stacks and usage of original open areas has left narrow isles with cramped quarters for any events.

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Needs and Response to Needs

Regulatory Basis: 20440 pp. 26, 27, 60-69

RATING

4

Community Library Needs Assessment

1. Methodology & community involvement.
2. Community analysis/community agencies & organizations, service area demographics
3. Analysis of service needs/consistency with demographics
4. Service limitations for existing facility (if applicable)
5. Space needs assessment
6. Executive summary includes description of K-12 student population and their needs

R1	R2	R3
4	4	4
4	4	4
4	4	4
4	4	4
4	4	4
4	4	3

Library Plan of Service

7. How well project responds to needs of residents
8. How well project responds to needs of K-12 students as expressed in Needs Assessment
9. How well mission, roles, goals, objectives, service indicators are documented
10. How well types of services are documented
11. How well types of K-12 services are documented
12. How project fits into jurisdiction-wide Plan of Service

R1	R2	R3
4	4	3
4	3	3
3	3	3
4	3	4
4	4	4
3	3	3

Library Building Program

13. How well Building Program implements Plan of Service.
14. How well Building Program documents general requirements for Library Building.
15. How well spatial relationships are described.
16. How well individual spaces are sized and described.

R1	R2	R3
4	4	4
3	3	3
3	3	3
4	4	4

Conceptual Plans

17. How well net-assignable SF on plan matches Building Program
18. How well non-assignable SF on plan matches Building Program
19. How well spatial relationships on plan match Building Program

R1	R2	R3
4	4	4
4	4	4
4	4	4

Joint Use Cooperative Agreement

20. How well roles & responsibilities are defined.
21. How clearly joint library services are described.
22. Appropriateness, adequacy, reasonableness of hours of service.
23. Appropriateness, adequacy, reasonableness of staffing/volunteers.
24. How well ownership issues are resolved
25. Appropriateness, adequacy, reasonableness of sources & uses of funding
26. Appropriateness, adequacy, reasonableness of review & modification process
27. How well agreement demonstrates a workable, mutually beneficial long-term partnership.

R1	R2	R3
3	4	3
4	4	4
2	2	2
4	4	3
3	3	3
3	3	3
3	3	3
4	4	3

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Rating Panel Comments

R1:

NEEDS ASSESSMENT

Applicant did an outstanding job in using a multi-faceted approach to gather input from the community that included: 4 focus groups (2 for the general public, 1 for school district administration, 1 for teens) and a survey which was made available electronically and by mail. Results from these endeavors is included in the narrative portion of the application--it would have been helpful to know the specific number of teens that participated in the teen focus group (list of all focus group attendees was attached). Also would have been helpful to know more about the survey (i.e. how many were mailed and what type of response rate was received). A public campaign (15 presentations made to community groups) about the library was done in 1999. The population is expected to grow 15% by 2020, while the student population will increase by 16%. Youth between the ages of 0-19 constitute 26 % of the population. Hispanic population is approximately 12.2%. The space needs assessment is clearly explained and is responsive to community input (i.e. International Languages to be increased from 1.3% to 5% and Audio Visual collections will increase from 7.8% to 18% by 2020).

PLAN OF SERVICE

Have done an excellent job at describing the community and analyzing the impact on library services. It is apparent that the applicant really knows this community. Proposed library services are directly related to the findings in the needs assessment. There are 6 service goals--objectives are not always measurable and service indicators are not client-centered. The library role that is listed seems to be more of an activity. Have provided a mission statement that is specific to this library and have described jurisdictional activities and also show how Castro Valley fits into the countywide plan of service. The library is slated to be open 43 hours per week (a slight reduction of what is currently in place)--planning documents indicate that the community wanted more hours.

BUILDING PROGRAM

Although it is commendable to have an area for middle school students, the proposed location, at the end of the children's non-fiction area and adjacent to the seating in the children's department, may limit usage since middle school students do not like to be identified with children. There seems to be a strong commitment for children and youth services with the combined square footage being 6435 sq. ft. or 16% of the building.

The general requirements appear to be very well done, but could have included more detailed information in some cases.

The spatial relationships diagram and narrative is very good at showing the critical relationships, but more a detailed description of secondary relationships in the narrative would be helpful. There are no spatial relationships for the conference room stated at all. The fact that there is no spatial relationship specified between the adult reference desk and the non-fiction collection is clearly an oversight which has had a negative impact on the conceptual plans in that the distance between the two spaces is considerably more than desirable. This reality was brought about, in part, by the necessity to have the Adult / Children's Reference Desk placed so that staff could supervise both the adult and children's areas of the library, which is extremely difficult to effectively implement in a library of this size.

Outstanding and extremely well detailed space descriptions that appear to be appropriately sized.

CONCEPTUAL PLANS

The conceptual plan provides 29,462 net assignable square footage for the project, while the building program requires 29,984 net assignable square footage. Additionally, the conceptual plan has achieved beyond program requirements in providing more net assignable square footages in the following spaces:

Parent's Collection, 29 sq ft. more than program requirement, or a 23% surplus in square footage.

Children's New Book Display Area, 20 sq ft. more than program requirement, or a 23% surplus in square footage.

Children's Seating area, 40 sq ft. more than program requirement, or a 16% surplus in square footage.

In conclusion, the conceptual plan has met program requirements exceptionally well regarding net assignable square footage.

The building program limits non-assignable square footage to 11,869 square feet, or 29% of the 41,331 gross square footage. The conceptual plan delivers a 11,347 non-assignable square footage, or 27% of the gross square footage. The plan satisfies program requirements regarding non-assignable square footage in an exceptional manner.

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Except for a few isolated instances, the spatial relationships illustrated on the conceptual plans match exceptionally well with those defined in the program. The instances are:

Major Meeting Room and Book Store/Friends of the Library Work Area are not adjacent to the Public Entrance/Lobby. (BP 43)
Adult Non-Fiction Collection is not adjacent, but is close to Quiet Adult Seating area. (BP 85)

JOINT USE AGREEMENT

This joint venture will create a multipurpose education center (932 sq. ft.) that will provide space for homework assistance, a career center, computer learning center, and a family literacy center. Library services are well described and the proposed staffing from the school district and the library shows a commitment from both partners. A list of staffing levels and # of staff members and amount of time is included--district will provide 6 designated staff members and so will the county. Volunteers will also be used. The availability of service hours for the joint services seem limited.

The proposed service hours are: Homework Center (K-12) (M,Tu,Th 3:30-5:30; W 1:30-5:30); Career Center (M,Tu 6:00-8:00; Sat 1:00-5:00); Computer Center (M 6:00-8:00); Family Literacy Center (K-g8) 3:30-5:00 M,Tu,Th). There are no evening or weekend hours proposed for homework center, which is something that statewide teens have requested. The room will be divided into in half by a room divider and there will be 30 laptops available and seating for 30 persons. Funding for the joint services from the county is mentioned in a general sense but there are designated amounts for either in kind or monetary, while the district has committed to \$30,000 annually (that amount includes monetary and in kind amounts). The district has also indicated that they intend to supplement the county library budget for equipment and library materials related to the joint use services but there were no specific amounts. The review and modification process will be done annually by the administrators but on a quarterly basis by the branch manager and district representative--there was no indication that user input would be included. This partnering effort has the potential of being a long term arrangement that will benefit the children, youth and families in the community.

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EVALUATION FORM

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R2:

NEEDS ASSESSMENT

They used many and varied methods, including copies of the questions as well as results compilation in the document. The instruments were, apparently, only in English, although 16% of the population speaks various Asian languages and 12% is Hispanic; probably a reasonable compromise. Used a good combination of closed and open-ended questions. They may not have captured much from non-users, based on the descriptions of implementation of these methods. The community analysis shows an excellent knowledge of their community and provides compelling links for the defined community characteristics to the implications of these for library services. The service needs analysis was excellent, with extremely clear connections to specific results of the needs assessment, including the demographic analysis. They did an excellent job of portraying the severe limitations of the existing facility in word and picture. The space needs assessment was detailed, with clear standards and conversion factors provided. They propose an International Languages collection at 5% of the total - the rationale for this particular % is not clear, since Hispanics make up 12% of the population and Asians of various language groups another 16%. It would have been useful to see the rationale for that particular %. The overall executive summary was thorough, very well laid-out, and included an excellent summary discussion of all elements of the needs assessment.

PLAN OF SERVICE

The only concern with the proposed project is whether the proposed single Multi-purpose Education Center can adequately serve the four, needs-defined functions as well as the combination of adult, youth, and children's clientele that is planned for it. The mission statement for this branch is excellent, with a clear tie to Alameda County Library overall but with specifics for this community. The goals and objectives are library-centered rather than user-centered. Most objectives, however, are measurable, as are most service indicators, though none of those is outcomes-based. Together, however, these do define a project which is responsive to both K-12 and the general population. The library roles (i.e. activities) help make the objectives clear. The types of services are well and clearly defined, except that the total schedule of open hours for the library was never given and no discussion of their response to the stated need for more parking was provided. It is certainly discussed elsewhere in the application document, but, since such a point was made of this need in the service needs analysis, it would have been good to have seen some addressing of it in this plan of service itself. The jurisdiction-wide "fit" is more a description of how Castro Valley Library benefits from support by the county system than how this branch helps complete the library service picture for the jurisdiction as a whole; however, it does address, very broadly, how this library helps the system address its countywide plan of service.

BUILDING PROGRAM

The building program does an excellent job of implementing the provisions of the plan of service: siting, configuring, and furnishing the Multi-purpose Education Center so that it has its best chance of fulfilling its difficult functions. For the most part, the general requirements provided a reasonable compromise between basic boilerplate for good library design and requirements which addressed specifics of the Castro Valley facility and plan of service provisions. The ADA provisions were overly general, lacking specific issues relating to libraries and ADA requirements. The spaces seemed well-placed and consistent. The diagram was very helpful. It would be useful to the design team to have some "proximity" and "away" provisions where those are appropriate. Some of these concepts were included in the textual detail and could easily have been highlighted separately. The space descriptions seem reasonably sized and exceptionally well described.

CONCEPTUAL PLANS

Net-assignable space on the plans matches the building program extremely well.

Non-assignable space on the plans matches what was called for in the building program extremely well. The program called for 29% non-assignable and the architect brought the plan in at 27%. This is a little high for a single story new building, but acceptable.

The conceptual plan meets the spatial relationships called for in the building program exceptionally well with a few exceptions:

The major meeting room and the Friend's Bookstore/workroom are not adjacent to the lobby/entrance, but they are both close and connected via the Art Exhibit Hall.

The public restrooms are not exactly adjacent to the major meeting room, but they are accessible via the Art Exhibit Hall and close.

It is questionable if the sight line from the Children's / Reference Desk to the Adult New Books / Display space has been met.

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The Quiet Study Area is not adjacent to the Non-Fiction Collection, but it is acceptably close.

While not the architect's fault since no relationship was specified, the distance from the adult reference desk to the adult non-fiction collection is significantly further than it should be due to the lack of specifying a spatial relationship between the two spaces in the building program. This will have unfortunate functional implications over the life time of the building both in terms of staff and public access and time.

JOINT USE AGREEMENT

Exhibit 1 of this agreement provides an exceptionally clear description of the joint library services the agreement will provide for students and the general public. It also makes the roles and responsibilities of the parties clear. It is exemplary for this element. They seem to have done a good job of juggling hours and available space to attempt to cover all functions intended for the Multi-purpose Education Center. Coordination of the various uses for this room will be a challenge. They may have trouble keeping up with room change requirements and transitions from one use to another in the times specified. The staffing description provided numbers and classification for all proposed staffing, with specific commitments from the county and the district. The ownership of equipment and library materials for which the school district supplements the county library budget is unclear. The support contributions on the part of both parties are clearly very good but certainly not specific. The combination of the formal agreement modification process (page 8) and the ongoing, quarterly service monitoring meetings (page 3) is excellent; no user input into either process was evident, however.

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EVALUATION FORM

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R3:

NEEDS ASSESSMENT

The methods used to gather input from community residents included presentations to a wide variety of community organizations; a written survey that was distributed personally, mailed, and posted on the Web site; and focus groups for school administrators, students, and the general public. The community analysis was well done, including a well done analysis of the library service needs of community organizations beyond their needs for display space and a meeting room. Several specific programming- or collection-related services were identified. The school district was involved from the early stages of assessing the library service needs for the entire community -- both the general public and the student clientele. The space needs assessment demonstrates careful and thoughtful consideration of the collection size, numbers of seats and workstations, as well as staff workstations and areas. The space needs assessment is based on a combination of printed standards for public libraries, analysis of current use patterns, and the needs assessment findings.

PLAN OF SERVICE

The planned services respond to the needs assessment findings. The goals and objectives clearly represent services designed for this clientele and include specificity that will assist the staff in developing and implementing the services. Service indicators would be more useful if more of them included qualitative measures to ensure that the service is filling the need as intended. The plan does an excellent job of describing basic library services as they are tailored specifically for this community. An increase in library hours was mentioned frequently in the needs assessment document, but the library hours for the new facility are not included in the service plan, so it isn't possible to determine if this need will be met. Of concern is that the homework center, career center, family literacy center, and computer learning center, as well as periodic classes/workshops, will all be provided in a single physical space, but at different times. While the space can be divided into two spaces to enable provision of two activities simultaneously, only those two services can be provided simultaneously -- not all services (e.g., school textbooks will be housed in the multipurpose education center, which means they are not accessible when other programs are occurring). Each of the services is responsive to the needs of the residents, very well designed, and should prove to be effective and popular. This may lead to scheduling and user access problems; the demand for the service may not coincide with the allotted time slot. It does not appear that homework assistance can/will be provided during evening or weekend hours, as indicated in the needs assessment findings. Creating a homework assistance area designed to assist all grades from K-12 will be very challenging. The delivery of the planned services may need to be reconsidered to ensure their success.

BUILDING PROGRAM

Spatial relationships are clearly shown on a diagram, with each space numbered to correspond to the individual space sheets, and they are in agreement with relationships described in the space sheets. A helpful addition would be indications of areas that should not be adjacent to spaces. Virtually a point-by-point correlation with the needs assessment findings and the service plan. The individual space sheets are detailed and contain excellent descriptions of the functional activities of the spaces. Some items are omitted from the listings of furniture and equipment in the individual space sheets, but this can be remedied by a final edit of the program. Could not locate the outdoor features mentioned to be of importance to the role as the community commons area (e.g., outdoor seating, patio, fountains, and gardens).

CONCEPTUAL PLANS

The net assignable SF in this project is clearly and exactly displayed in the building program and on the plan. It was easy to use and understand.

The non-assignable SF of 27.45 % is appropriate for a building of this complexity.

The clarity and ease of use continued into the spatial relations on this project. The plan did an excellent job of representing the building program requirements. There were some small issues listed below:

Major meeting room not adjacent to main lobby.
Major meeting room not adjacent public restrooms.
Copy area not adjacent express checkout.
Adult non-fiction not adjacent adult quiet seating.
Multipurpose education not adjacent to all adult areas.

The issues discussed do not interfere with the ability of the building to deliver the activities stated in the building program. It is extremely well done and user friendly.

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The issues discussed do not interfere with the ability of the building to deliver the activities stated in the building program. It is extremely well done and user friendly.

JOINT USE AGREEMENT

The review and modification process includes at least quarterly management meetings to assess and adjust the joint use services with an annual planning and evaluation meeting prior to the beginning of the school year. The number of activities to be coordinated and presented in the Multipurpose Educational Center, as described above, and the 30 laptop PCs are tightly scheduled for multiple activities and may not be sufficient to meet the students' needs. The homework center will be available 10 hours a week and will not be available during evening and weekend hours, as requested during the needs assessment process. The career center is described as a tutoring center and will be available for only 8 hours a week for the two weeks prior to an SAT exam, six times a year and the job/career collection described in the service plan is not mentioned. As described, it is difficult to determine what the duties of the staff will be in relation to each of the joint venture services. In addition, the agreement indicates that the overall branch staffing listed is not a commitment and that "nothing in this Agreement shall require the County to provide this exact level of staffing..." An unspecified number of volunteer peer and adult tutors will be used to provide assistance with the joint venture activities. The actual and in-kind financial contribution of the school district is estimated and included, but there is no indication of the level of commitment by the county.

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Integration of Electronic Technologies

RATING

4

Regulatory Basis: p.68, 20440, Appendix 4

Integration of Electronic Technologies

1. Appropriateness of electronic technologies in Plan of Service, based on Needs Assessment
2. How well the integration of electronic technologies is documented in Plan of Service
3. How well the integration of electronic technologies is documented in the Building Program

R1	R2	R3
4	4	4
4	4	4
4	4	4

Rating Panel Comments

R1:

The proposed services are responsive to findings of the needs assessment. There are plans to expand Internet access, to have a raised floor that would support flexible cabling that in turn will allow the ability to reconfigure hardware as future technological advancements occur. The building will be equipped to provide wireless access. The technology plan has three sections: one supporting the plan of service; one showing how technology has been deployed; one describing library infrastructure. Thirty laptop PCs are proposed for the Multipurpose Education Center, and these will be kept in a locked cabinet when not in use. The overall plan for the building allows for adjustable lighting, as well as wiring and cabling for a variety of current and future technological activities.

R2:

Technology planning is well integrated throughout the plan of service and excellently discussed in the technology planning sections, with solutions that clearly address the current needs and an infrastructure that should make it reasonable for them to take advantage of many future technological advancements. The building program general requirements included appropriate information in the Power and Data section and added more, useful specifications in the Master List of Furniture and Equipment description. The space descriptions provided excellent detail to clarify the specific implementation of the general requirements provisions.

R3:

Throughout the planning documents, technology is viewed as a means to an end (e.g., providing access to databases and the Internet for homework resources; to prepare homework assignments, etc.). Electronic resources are blended with print resources to provide library services (e.g., reference assistance offered in-person, as well as via e-mail, chat, and phone).

The technology section of the service plan is especially well done, addressing how specific hardware and software will be used within each of the plan's goals and objectives. Specific types of programs, software, and equipment are detailed. The catalog and Web site will be available in "languages appropriate to the linguistic make-up of the community," beginning with English, Spanish, and Chinese on opening day and expanding to others later on. Technology is thoroughly and extensively integrated throughout the plan of service, and the building will provide for the required infrastructure. Raised floor spaces will provide for "future augmentation and reconfiguration of technology access points."

Examples of services include: instruction in computer applications and electronic research skills; networked public access PCs throughout the facility; 30 laptop PCs for students to use as needed; automated RFID check-in and sorting system to improve accuracy and to redirect staff to public services; data projectors in the Multipurpose Education Room; software designed for adult learners and ESOL students; wireless access "from any place in the building;" wired access from selected reader seats; automated bibliographic system that will provide the ability to search multiple resources simultaneously; Webcasts, distance learning, and video/text messaging.

Additional innovative services have been developed, including recording story times for transmission via the library Web site, electronic whiteboards and telecommunication available in the conference rooms and meeting room; gallery space with the capability for interactive displays; wireless headphones; point-of-need reference service, allowing staff to approach clients anywhere in the library and assist them via Palm or other portable electronic devices.

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Site

RATING

4

Regulatory Basis: p.39, 20440, Appendix 1

Appropriateness of Site

1. Equal access for all residents in service area.
2. Accessibility via public transit.
3. Accessibility via pedestrian and bicycle.
4. Accessibility via automobile.
5. Adequacy of automobile parking.
6. Adequacy of bicycle parking.
7. Overall parking rationale.
8. Shared parking agreement (if applicable).
9. Visibility of site & proposed library building in service area
10. How well site fits community context & planning
11. Site selection process and summary.

R1	R2	R3
4	4	4
4	4	3
4	4	4
4	4	4
4	4	4
4	4	4
3	3	3
N/A		
3	3	3
4	4	4
4	4	4

Site Description

12. Adequacy of size of site.
13. Appropriateness of site configuration
14. Appropriateness of site/surrounding area.
15. Appropriateness of site based on placement of building, parking, access roads, pathways, expansion and parking.

R1	R2	R3
4	3	4
4	4	4
3	3	3
3	3	3

Rating Panel Comments

Drainage issues: The site is in the 100 Year Flood Plain. Drainage mitigation of Castro Valley Creek will need to be addressed in the site development plan.

Geotechnical issues: The geotechnical concerns will not significantly increase the cost of developing the site, but the Hayward fault is 1.3 miles from the site. While the soil is subject to moderate-to-high shrink/swell potential, it is not considered susceptible to liquefaction.

R1:

The site is situated 1/4 mile from the intersection of Redwood Road (n/s thoroughfare) and Castro Valley Road (4 lane e/w thoroughfare), which is the geographic center of the library service area. The site is surrounded by commercial areas on the north, northeast, and northwest, residential areas on the south, and office facilities. There are several schools within one mile of the site--1 high school, 1 middle school, 2 elementary schools. There are 4 large senior residential complexes within 2 miles of the site, and 96 units of low income and senior apartments built as part of affordable housing development within 1-2 miles of the site. There are 4 public transit stops within 1/4 mile of the site and a BART station. A bus route that would stop in front of the library is currently being negotiated. The area has sidewalks and a bicycle and pedestrian path that runs from Castro Valley Blvd. to the entrance of the library. The library will be located on Norbridge Avenue, which serves as a connector route for drivers between the BART station and the closest eastbound on-ramp to Interstate 580. There are 145 on site parking spaces proposed (no local zoning requirement) and that is the total number of available spaces. It has been stated that 50 more spaces on residential streets adjacent to the library may be used for overflow, if needed. There are 20 sheltered bicycle parking spaces located right outside of the library entrance. 5 other sites were considered by a task force, but no criteria for selection were included. Unable to determine whether there was input from the community.

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R2:

Geographically, the site is located in the southwestern quadrant of the service area, but it is centrally located with respect to proximity to the population of the service area.

The site is located on Norbridge Ave. and 1/4 mile from the intersection of Redwood Rd. (27,028 vehicles / day) and Castro Valley Boulevard (33,164 vehicles / day) which are considered the major north/south and east/west thoroughfares, respectively.

The Castro Village shopping center which is the heart of the central business district for Castro Valley is located at the intersection of Castro Valley and Redwood. The proposed library site is considered highly convenient for residents as they travel for shopping and other retail or community services. The site is adjacent to some commercial development such as a Longs Drug Store and an Office complex. The proposed site is within a mile and a half of the Post Office and the Senior Center.

Norbridge Ave. is a connector route between a BART station (1/4 mile away) and the eastbound on-ramp to I-580 so the site will be convenient for commuters who work in other parts of the Bay Area. Norbridge Ave. also connects Redwood Rd and Castro Valley Blvd. I-585 does form a man-made barrier, but both Redwood Rd. and Castro Valley Blvd. provide convenient access to the southern side of the freeway. There are 4 bus stops within a 1/4 mile of the site and 1 mass transit (BART) stop.

There are bicycle lanes on both sides of Norbridge Ave. and Redwood Rd. and sidewalks on both sides of Redwood Rd. and Castro Valley Blvd. Norbridge Ave. has a sidewalk on the library site's side of the street. There will be 20 bicycle parking spaces at the front entrance to the library, and they will be sheltered from inclement weather. There will be 145 parking spaces for automobiles on the site, 20 of which will be designated as staff/overflow parking and not accessible from Norbridge Rd directly. The overall parking rationale was well documented and persuasive, particularly given the proximity of the proposed site to the BART station. While not a major problem, the overflow parking is not as convenient as the rest of the on-site parking.

The site is highly visible from Norbridge which does not currently have traffic counts. The site is also visible from I-585, but less visible from Redwood Rd. and Castro Valley Blvd. There will be numerous signs located at major intersections directing the public to the library.

The proposed library site will help revitalize the urban core of Castro Valley. The library project is a top priority in their redevelopment effort to improve a blighted area.

There was strong and long-term involvement from the community in the site selection process. Five potential sites were evaluated and the community considered the proposed site the "number one" choice. To a limited degree, the criteria used to select the site was stated in the application.

It appears it will be difficult to expand either the building or the parking on the site, although it is noted in the application that 1,300 square feet of space is reserved on the site for a future expansion of the building. This future building expansion is not shown on the site plan.

4 = Outstanding
3 = Very Good
2 = Acceptable
1 = Limitations
0 = Serious Limitations

EVALUATION FORM

3033 - Castro Valley Library

R3:

The Castro Valley Library site is close to the Redwood Rd. exit from I-580, the BART station, and the CBD of this unincorporated area. Another arterial, Castro Valley Blvd, is a block away, crossing Redwood Rd. Although at one end of the actual population of the area, this is equally accessible to all - a geographically central location would not be in the principal paths of travel.

Bus stops are at the BART station, 1/4 mi. distant. No bus stops at the library site proper. Bicycle lanes are on the arterials, and a pedestrian and bike path leads along a path by the creek behind the library from Castro Valley Blvd. to Norbridge, where the library entrance is. 20 sheltered bike slots are in sight of the self-service cafe at the entrance, but not of staff. Sidewalks, signals, turn lanes are in.

There are no code requirements for parking. 145 spaces are somewhat proportionately more than experience shows needed at Fremont Main, and at 325 sf/space, should be good. There is no overflow available within 500 ft., although residential streets are available beyond that.

The roof peak is 44', clearly visible from Norbridge, likely from Redwood, Rd. maybe from Castro Valley Blvd. across the Long's Drug parking lot. Likely from the BART platform and freeway. Good, not outstanding. Selection (over a decade ago) was by a committee of citizens and staff

The rectangular site is 4X the footprint. The few public offices in Castro Valley are close by. No expansion as is. Although the adjacent mobile home park may in the future be condemned, the library building is on the opposite side of the site from it. The streetscape of the Library itself is, as noted, blighted. At the same time, the Library will be the major public service building in the area.

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EVALUATION FORM

3033 - Castro Valley Library

Financial Capacity

Regulatory Basis: Bond Act p. 5, Section 19998 (a) (7)

Rating Panel Comments:

Applicant has committed to the on-going operation of the completed library.